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SUPERVISED FIELD EXPERIENCE AND INTERNSHIP PROGRAMS IN EDUCATIONAL ADMINISTRATION AND SUPERVISION IN THE CALIFORNIA STATE COLLEGES.

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A SURVEY OF EXISTING FIELD EXPERIENCE PROGRAMS IN THE 18 CALIFORNIA STATE COLLEGES WAS CONDUCTED TO IDENTIFY THE CHARACTERISTICS OF A HIGH-QUALITY SUPERVISED FIELD-EXPERIENCE PROGRAM IN EDUCATIONAL ADMINISTRATION AND SUPERVISION. DATA FOR MAJOR FINDINGS WERE COLLECTED FROM (1) A REVIEW OF THE LITERATURE, (2) AN EXAMINATION OF FIELD-EXPERIENCE PROGRAMS IN CALIFORNIA STATE COLLEGES, (3) A SURVEY OF FORMER FIELD-EXPERIENCE STUDENTS, AND (4) APPRAISALS FROM PRACTICING FIELD-EXPERIENCE SUPERVISORS. THE STUDY SUGGESTED THREE GROUPINGS OF THE 40 CRITERIA FOR A HIGH-QUALITY FIELD-EXPERIENCE PROGRAM--(1) ORGANIZATIONAL ASPECTS, INCLUDING COURSE TITLE, LENGTH OF FIELD EXPERIENCE, SCREENING PROCEDURES, FLEXIBILITY OF PROGRAM, APPRAISAL PROCEDURES, AND SUBSEQUENT JOB PLACEMENT, (2) ACTIVITIES OF SUPERVISION, INCLUDING PARTICIPATION IN CURRICULUM DEVELOPMENT, INSTRUCTIONAL METHODS, SCHOOL TESTING, AND PROGRAMS FOR EVALUATION OF PROSPECTIVE TEACHERS, AND (3) ACTIVITIES OF ADMINISTRATION, INCLUDING PARTICIPATION IN ASSIGNING CERTIFIED STAFF, WORKING WITH COUNSELORS, ADMINISTERING EXTRACURRICULAR ACTIVITIES, SCHOOL BUDGETING, AND PUBLIC RELATIONS. (JK)

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INTRODUCTION

The development of criteria for judging the quality of existing supervised field experience programs in educational administration, and standards for beginning such programs were the major purposes of a research study recently conducted at San Fernando Valley State College. The doctoral study, completed at the University of Southern California, was sponsored by the Department of Administration and Supervision at San Fernando Valley State College and was limited to the field experience programs currently offered by the California State Colleges.

The descriptive-survey study was designed to identify specific characteristics of a high-quality supervised field experience in educational administration and supervision. Also included in the study were such related aspects as the status of internships in educational administration offered by the state colleges, changes in field experience programs caused by recent California legislation, and a comparison of specific elements of existing field experience programs offered by the various California State Colleges.

PROCEDURE

The research design included a four-part investigation comprised of (1) an investigation of related literature, (2) a survey of existing field experience

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programs in the eighteen California State Colleges, (3) a questionnaire survey of 356 former field experience students at San Fernando Valley State College (71% return), and (4) interviews with 30 selected field work supervisors, including administrators and college professors representing the elementary, secondary, and college levels of education.

On the basis of data collected in the surveys, characteristics of a high-quality field experience program for prospective educational administrators were identified and grouped into related categories. From an original list of over one hundred characteristics, forty-two met the requirements developed in the research design and were submitted to a selected panel of specialists in educational administration, who assisted in the final phase of judging the quality and comprehensiveness of the criteria. These characteristics were presented for use as criteria in the establishment of new supervised field experience programs or the improvement of existing programs.

SUMMARY OF THE FINDINGS

The following section presents a summary of the major findings of the study. The data were collected form four major sources: (1) a review of related literature, (2) an examination of field experience programs offered in the California State Colleges, (3) a survey of former field experience students, and (4) appraisals from currently practicing field experience supervisors.

1. Thirteen of the eighteen California State Colleges currently do offer field experience programs in educational administration. One of the remaining five colleges indicated the intention of developing such a program in the near future.

2. No standard course title exists to denote the supervised field experience required by the California Education Code. The field experience course was titled variously "field work," "field studies," "field problems," and "field experience."
3. The majority of colleges offer a one-year or two-semester field experience program, the range extending from one quarter to three semesters.
4. Every college reported that regular college credit was awarded for successful completion of the field experience program. Most colleges allowed three units per semester, while some allowed two units per semester. One program included one unit of field experience as part of a core program in educational administration.
5. Every state college that participated reported that specific screening procedures had been developed to assist in the selection of field experience students, as well as for students enrolling in the administrative preparation program. The commonly reported Administrative program entrance requirements included either all or combinations of the following:
   a. Successful completion of some course work in educational administration.
   b. A grade point average of approximately 3.0.
   c. A satisfactory score on the Graduate Record Examination.
   d. Interview by a member of the department of administration and supervision.
   e. Approximately three years of teaching experience.
6. Colleges have adopted no uniform residence requirement to be fulfilled before a student is allowed to enroll in the field experience course. A majority of the California State Colleges require the successful completion of the major portion of courses required for the credential

sought, although no stipulation is reported concerning where these courses should have been completed. Three colleges reportedly require one course in educational administration in residence before a student is allowed to enroll in the field experience course.

7. Evaluation of the student's performance of field assignments is usually the shared responsibility of two persons; the college supervisor and the local administrator, usually the building principal. Generally, evaluation is a continuing process based on individual needs rather than on a predetermined evaluation or visitation schedule. Evaluation of the student's performance is usually based upon three aspects:

   a. Observation and appraisal by the college supervisor.

   b. Observation and appraisal by the local administrator.

   c. Quality of the written records and reports developed by the field student.

8. Five areas of experience were mentioned most frequently and appraised as "most helpful" by former field work students:

   a. Working in the various school offices: (1) vice-principal's office, (2) counselor's office, (3) attendance or registrar's office, or (4) principal's office.

   b. Special "out-of-school" programs, such as PTA, community services, and other public relations activities.

   c. Working with programs of extra-curricular activities, such as athletic programs, Boys' and Girls' League, and youth service clubs, among others.

   d. Special "in-school" programs, such as safety, fire and emergency, audio-visual, testing, orientation, and other special events.

   e. Working on the master schedule, including the assignment of teachers and students.

9. Five areas of experience mentioned most frequently and appraised as "least helpful" by former students included:

   a. Clerical-type assignments and "busy work."

   b. Development of folders and written materials for the field work course.

   c. General field work meetings at the college.

   d. Yard duty at the local school, including both the development of duty schedules and actual yard patrol.

   e. Working in the school stockroom, ordering and accounting for supplies and books.

10. Few former students reported having encountered special or unique problems during their field work activities.

11. Suggested improvements for the field experience programs reported most frequently by former students included:

   a. Provide closer supervision from the college.

   b. Provide more small-group discussion opportunities for field experience students.

   c. Insure greater diversification of activities for field students.

   d. Develop a closer relationship between the college and the local school.

   e. Provide more simulated or "in-basket" experiences for field students.

12. Few special problems were identified by field work supervisors.

   Those mentioned most frequently included:

   a. The "self-selection" process used by many administrative students working in the credentials program.

   b. The excessive work load carried by some field students, and the resultant lack of time for varied experiences.

   c. Lack of articulation between the college and the local schools.

13. Improvements for field experience programs suggested most frequently by field work supervisors included:

a. Develop improved screening procedures for students in programs leading to educational administration.

b. Improve the articulation between the college and the local school, defining the specific responsibilities of all persons involved in cooperative programs, such as field experience.

14. Recent legislation in California has had no apparent effect on the operational aspects of field experience or internship programs offered in the California State Colleges.

15. Field experience programs are not used by the California State Colleges as a basis for recommending students for administrative credentials on a partial fulfillment status.

16. In the California State Colleges no apparent distinction is made in the field experience requirement between the supervision and the administration credentials.

17. Virtually all field work students at San Fernando Valley State College who later assumed administrative positions did so at the same level as their field work assignment. This would appear to indicate close relationship between the student's professional preparation and his job aspirations.

18. Trends in field experience programs for educational administrators mentioned most frequently were:

a. The use of more practical on-the-job administrative assignments for students, rather than clerical or "bookish" activities.

b. Combination on-the-job activities and simulated situation workshops to provide diversification of experiences for field experience students.

CHARACTERISTICS OF A HIGH-QUALITY FIELD EXPERIENCE PROGRAM

The need for criteria or standards for field experience and internship programs was found to be a recurring theme, both in the literature and in discussions with educational administrators. Because the California supervisory and administrative credentials require "supervised field experience", and because the majority of California State Colleges offer such programs, this study was considered to be particularly timely.

The criteria, divided into three major catagories, were presented as the major contribution of the study.

Organizational aspects.

1. "Supervised field experience" should be the title of the college or university course offering.
2. Field experience should be at least a one-year or two-semester offering.
3. Specific screening procedures should be developed for the enrollment of field experience students.
4. Students should be permitted to enroll for field experience only after they have completed the major portion of the credential requirements.
5. Students should be required to successfully complete some work in educational administration in residence at the college before enrolling in the field experience program.
6. Students should receive regular college credit for supervised field experience.
7. Field experience should be flexible enough to provide new and enriching experiences, on an individual basis, to students with widely varying needs and aspirations.
8. The field experience program should follow a written guide or published sequence of procedures which include the specific responsibilities of all persons directly involved.
9. A general checklist of activities should be used, with the specific tasks individualized for the student by the local administrator and the college supervisor.

10. Colleges should require a written report of the specific activities experienced by the student.

11. The college supervisor should meet in conference with each student at least three to five times per semester.

12. Evaluation of the student's performance should be a shared and mutual responsibility of the college supervisor and the local administrator.

13. Final evaluation of the student by the local administrator and the college supervisor should be confidential letters for the student's placement file.

14. The college supervisor assigned to field work supervision should be a specialist in educational administration.

15. The college supervisor should be assigned to supervise specific students throughout their field experience program.

16. The college supervisor should receive teaching credit as a part of his regular teaching load for the supervision of field experience students.

17. Institutions offering field experience should maintain a placement office containing the personnel information and recommendations necessary to assist students in future job placement.

Activities of supervision.

1. Field experience should include participation in the selection and development of curriculum materials and course guides.

2. Field experience should include participation in the selection and evaluation of appropriate instructional methods.

3. Field experience should provide opportunity to study and evaluate the school testing program.

4. Field experience should provide an understanding both of the purposes and techniques of teacher evaluation.

5. Field experience should provide an understanding of the personnel functions, including participation in screening applications and interviewing prospective teachers.

6. Field experience should include an understanding of programs for exceptional children, including both the gifted and the retarded.

7. Field experience should include participation in the direction of selected in-service education activities.

8. Field experience should provide involvement in the orientation of new and substitute staff members.

Activities of administration.

1. Field experience should provide some participation in scheduling and assigning the certificated staff.

2. Field experience should include working with the counselors in pupil personnel services.

3. Field experience should include the organization and administration of extra-curricular activities.

4. Field experience should provide opportunity for understanding the administration of the school health services.

5. Field experience should include participation in the activities of school attendance and welfare services.

6. Field experience should include participation in the administration of student discipline.

7. Field experience should provide opportunity for understanding the school budget, and financial control procedures.

8. Field experience should provide an opportunity for learning proper office procedures and mana ement.

9. Field experience should provide participation in the school plant scheduling, management, and control.

10. Field experience should include the direction of emergency drills and school safety inspections.

11. Field experience should include the development of special school reports, bulletins, and publications.

12. Field experience should provide opportunity for participation in public relations and community activities.

13. Field experience should provide some understanding of the administration of school food services.

14. Field experience should provide some understanding of the administration of school transportation services.

15. Field experience should provide opportunity for understanding methods of implementing the Education Code, Title V, and other legal or quasi-legal school regulations.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study support the following conclusions and recommendations concerning supervised field experience and internship programs in educational administration in the California State Colleges.

Conclusions.

1. "Supervised field experience" is an essential element in the professional preparation of educational administrators in the California State Colleges.

2. Programs of professional preparation for administrators currently offered in the California State Colleges emphasize both the study and practice of school administration.

3. There is a need for the state colleges to formulate their own standards or criteria for the development and evaluation of preparation programs for educational administrators, including such specific elements as field experience and internships.

4. Field experience is a cooperative program between the college and the local schools. There exists a need for improved articulation between the college and the local schools in the matter of defining roles and assigning responsibility in the field experience program.

5. Administrative students appraise their activities in the various school offices as more beneficial than either the development of materials for the field work course, or the meetings of field work students conducted at the college.

6. Released-time from teaching responsibilities for field experience students is generally not recommended by the administrators. Two major reasons given concern the financial burden of supporting such a program, and the "self-selection" of many students seeking the administrative credentials.

7. Field experience is fulfilling the objective of introducing the student to the world of administrative reality, as is evidenced by the positive appraisal by over two-thirds of the former students participating in the study.

8. Criteria can be identified which acceptably define a high-quality field experience program and which can be used as standards in the development and evaluation of preparation programs for educational administration.

9. California State Colleges are improving the quality of their administrator preparation programs by conducting investigations of specific elements of programs currently offered, and developing and evaluating programs on the basis of their findings.

Recommendations.

On the basis of the findings reported in the study, it is recommended that:

1. Institutions developing supervised field experience programs examine the criteria used in established programs, including those developed in this study, and incorporate those elements found to be appropriate and applicable.

2. Institutions offering supervised field experience programs evaluate their programs periodically with a view of improving those elements that do not contribute adequately to the desired objectives.

3. Colleges and school districts cooperatively develop field experience and internship programs, and establish an acceptable pattern for conducting both pre-service and in-service administrator development programs.

4. The California State Colleges promote research in the various phases of administrative preparation, and maintain their position of leadership by implementing those programs found to be of value to the profession.

SUMMARY

The identification of significant characteristics of a high-quality field experience program which could appropriately be used as criteria for the development of new programs or the improvement of existing programs was the major purpose of a recent research investigation, a doctoral study conducted at the University of Southern California. San Fernando Valley State College Department of Administration/Supervision sponsored the study, which was limited to the programs offered in the California State Colleges.

The data were collected from four major sources, including (1) a review of related literature, (2) an examination of the supervised field experience and internship programs offered in the California State Colleges, (3) a questionnaire survey of former field experience students at San Fernando Valley State College, and (4) an interview survey of practicing administrators and field work supervisors.

On the basis of data collected in the four-part investigation, criteria were developed for a high-quality supervised field experience program in educational administration. The criteria were submitted to a panel of specialists in educational administration for examination and verification, and presented as the major contribution of the study.

The major findings were presented, conclusions were drawn, and on the basis of the findings and conclusions, recommendations were presented. The research study was completed in August, 1966.

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